

ATTACHMENT B

Developing

Positive

Behavior

Level I

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NCTI

8609 Cross Park Drive

Suite 100

Austin, Texas 78754

If you treat an individual as he is, he will stay as he is,
But if you treat him as if he were what he ought to be,
He will become what he ought to be and could be.

GOETHE

FOREWORD

It's hard to grow up in the world today. It is difficult to get a clear message as to what is right and wrong. Working parents, non-working parents and single parent families leave many young people on their own to figure out what to do with their lives. The influence of the media and friends can cause a lot of confusion for young people who are trying to make a place for themselves in this world.

The purpose of this class is to help you take a look at how you are preparing for tomorrow and to decide if the things you are doing now will help you to be as happy as you want to be in the future. It's your life, so what you do with the time you spend here is up to you. Please take the time to look seriously at your life and decide what you want to do with it today and tomorrow.

AGREEMENTS

1. I will take part in the program, follow instructions, complete the course evaluation and get involved mentally and physically. If I disrupt the class I will be asked to leave and give up any fees I may have paid.
2. I have the right to my own opinions and am free to say whatever I feel as long as it does not bother other class members.
3. I will be caring and helpful to other class members.
4. I am responsible for my own learning.
5. It is okay to have a good time.
6. The facilitator will decide when to take breaks and end the sessions.
7. I must be on time for all class sessions. The facilitator will decide which clock will be used.
8. There will be no smoking, eating or drinking in the classroom.
9. If I come to the class under the influence of alcohol or drugs, I will give up my right to be here.

I fully commit myself to do all assignments and projects as they are given and take part in all class discussions.

Sign your name.

CLASS GOALS

1. To understand how to change behavior and make the right choices.
2. To understand how my future is affected by the things I do today.
3. To understand how to control my attitudes and emotions so that I can be in control of my life.
4. To decide to take positive steps to change my present behavior.
5. To know who to go to for help with a personal, drug or alcohol problem.
6. To make a firm commitment never to repeat the behavior that brought me to this class.

TELLING YOUR STORY

1. Use the following questions to talk about why you are here and to discuss your feelings with the group.

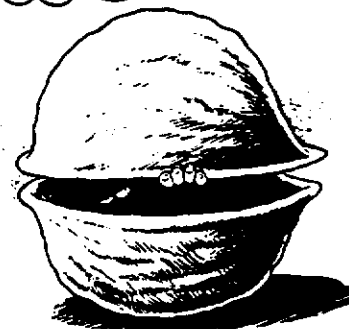
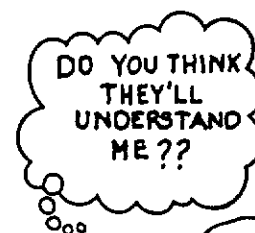
- a. What is your name? Where do you live?
- b. What grade are you in at school? How old are you?
- c. What did you do to be assigned to this class?
- d. Describe what happened when you were caught.
- e. How did you feel when you were caught?
- f. Did you plan to do it or was it spur of the moment?
- g. How many times have you done this before? Have you been caught before?
- h. How do you feel about being here?

2. Which parts of your life are causing you the most concern or problem at this time?
Circle your answers.

- | | | |
|---------------------|------------------|--------------------------|
| a. Friends | g. Health | m. Teachers (School) |
| b. Parents | h. Alcohol/Drugs | n. Getting/Keeping a job |
| c. Brothers/Sisters | i. Self-image | o. Gang |
| d. Money | j. Weight | p. Other _____ |
| e. Fighting | k. Poor Grades | q. Other _____ |
| f. Girl/Boyfriend | l. The Future | |

3. What do you think we are going to do in this class?

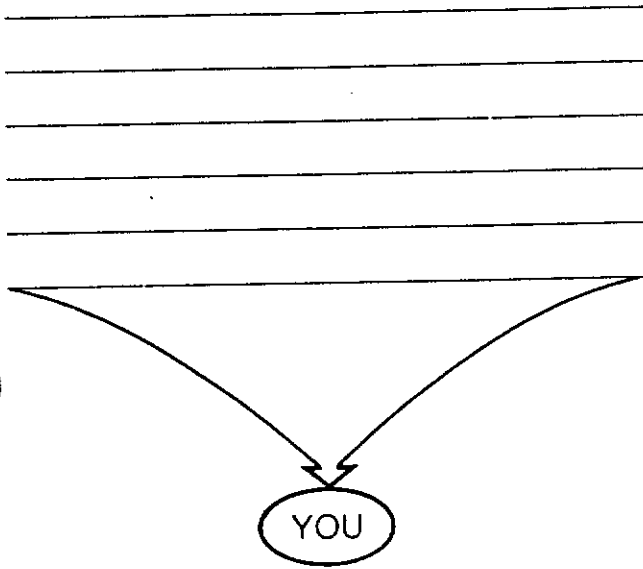
4. What are two or three things you want to learn from this class?



BACKGROUND

1. Background is often blamed for how people behave. Has your background influenced your behavior? _____ How? _____

2. List below the important people who are teaching you things as you grow up (like parents, brothers and sisters).



3. Do the following people or things have a positive or negative effect on you? Explain your answers.
 - a. Mother/Father: _____
 - b. Brothers and Sisters: _____
 - c. Other family members: _____
 - d. The house or apartment itself: _____
 - e. Your family's income: _____
 - f. Friends: _____
 - g. Other: _____
4. Can kids overcome problems in their background and do positive things? _____
How? _____
5. Can you blame your background for the negative things you do? _____ Why?

6. What could you do to improve your current situation at home or where you live?

VALUES

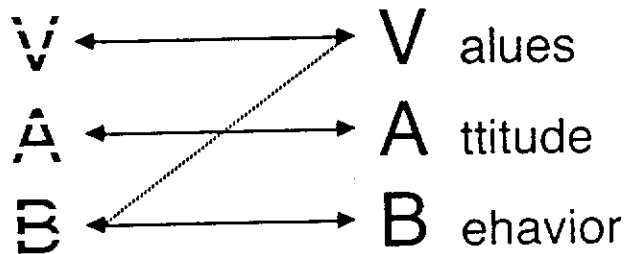
1. What are values? _____
2. What are some positive things people believe in? _____

3. What are some negative things people believe in? _____

4. On the chart below in Box #1 there is a 1 to 10 scale. Circle the number that shows if you believe in negative or positive values. For example, negative values would be 1, 2, or 3. Positive values would be 8, 9, or 10.

#1

1	2	3	4	5	6	7	8	9	10
NEGATIVE VALUES					POSITIVE VALUES				



#2

NEGATIVE BEHAVIOR					POSITIVE BEHAVIOR				
1	2	3	4	5	6	7	8	9	10

5. What is attitude? What things help you have a good or bad attitude? _____

6. What is the connection between values and attitude? Which is more permanent?

7. What is behavior? What would be the worst behavior someone could do in or around school? _____

8. What are some other bad behaviors? _____
9. What would be some good behaviors? _____
10. Above on the 1 to 10 chart in Box #2, circle the number that describes the behavior that got you in trouble. Now draw a line between the number you circled for your Values in Box #1 and the number you circled for your Behavior in Box #2. Is your line straight up and down, or is it slanted? _____

11. What does it mean if your line is straight up and down? _____

12. What does it mean if it is slanted? _____

13. How would a person get his/her line straight up and down? _____

14. What would you like to do to get your line straight up and down and put your life in order? _____

YOUR CONSCIENCE

1. What is a conscience? _____

2. Where does it come from? How does it work? _____

3. How do you feel when you follow your conscience? _____

4. When you go against your conscience, how do you feel? _____

5. Did you feel your conscience when you were doing whatever got you referred to this class? _____

6. Was there a struggle? Did you decide to ignore your conscience? _____

7. When you feel you are struggling with your conscience, what will you do? _____

RESPONSIBILITY

1. What is responsibility? What does it mean? _____
2. How do people show they are responsible? _____
3. How responsible are you?
1 2 3 4 5 6 7
Not Responsible Very Responsible
4. Why do people use excuses to avoid accepting responsibility? _____
5. Does using excuses ever cause problems? _____
Why? _____
6. Who is responsible for all your actions? _____
7. What could you say to friends who always make excuses, to get them to stop? _____
8. How will your responsibility increase as you grow older? _____
9. In what areas are you not as responsible as you could be? _____
10. What could you do in these areas to be more responsible? _____
11. From the items listed above, what one thing are you willing to do to be more responsible? _____

TRUST

1. What is trust? _____

2. Is it important that people be able to trust you? _____ Why? _____

3. Did the behavior that brought you to class break a trust? _____ Explain. _____

4. What is being trustworthy? _____



5. How trustworthy are you? Circle the number that fits you best.

1	2	3	4	5	6	7	8
Always	Almost Always		Sometimes		Seldom		Never

6. Name some people you trust and tell why you can trust them.

Name some people who trust you and tell why they can trust you.

7. What must you do to build a trust or rebuild trust you lost? _____

FRIENDS

1. Pretend you are with four or five friends your own age who suggest that the group do the things listed below. What would you do in each case?
 - a. Go to a pizza place for lunch and walk out without paying.
 - b. Steal a car and go for a joy ride.
 - c. Smoke some pot.
 - d. Sell a pound of pot at a party.
 - e. Drink enough beer to pass out.
 - f. Beat up and rob a senior citizen.
 - g. Take one pack of cigarettes from a convenience store.
 - h. Cut school for one day.
2. Why would someone do these things just because other kids were doing them?

3. Who makes the final decision to give in to peer pressure? _____

4. How does this relate to conscience, values and behavior? _____

5. Pick one of the items above in #1 and explain how someone could resist what the group suggested. _____
6. Listed below are some things you could consider if someone wanted you to do something you didn't want to do. List them in the order you would use them. Put #1 by the one you would do first; then #2 by what you would do second, and so on.
____ Leave the group.
____ Consider your values.
____ Decide not to go or not to do it.
____ Maybe find new friends or a new group.
____ Listen to your conscience.
____ Consider the consequences.
____ Handle the consequences of not going or not doing the activity with the group.
____ Tell the group you can't go.
____ Try to talk the group out of it; suggest something else.
____ Seek some kind of inner feeling that you did the right thing.
7. How can peer pressure be turned around so that something negative can be made into something positive? _____

8. Think of a situation where you did something you did not want to do. What could you have done instead? _____
9. Think of a situation that may come up in the near future that would put you in a bind. Describe how you will handle the situation. What will you say? What will you do?

ALCOHOL AND DRUGS

1. Why do young people drink alcohol and use drugs? _____

2. If you have used alcohol or drugs, which of the items above describes why you did it? If you haven't used alcohol or drugs, why not? _____

3. What are some positive and negative things about drug/alcohol use?

(+) Positive	(-) Negative
a. _____	a. _____
b. _____	b. _____
c. _____	c. _____
d. _____	d. _____
e. _____	e. _____
4. Which side wins? Explain. _____

5. What do you believe is right or wrong about teenagers using drugs and alcohol? _____

6. Do you act the way you believe? _____
7. If you had to design a plan to stop drug and alcohol use among young people, what would you do? _____

8. Where can kids/youth go for help in this city if they want to stop an alcohol or drug problem? _____

9. What will you do to avoid alcohol or drug problems in your life, or to reverse a problem you may have now? _____

STRESS TEST

1. What is stress? What things bring you stress? _____
2. Below are some stresses in a youth's life, listed in order of importance. Take the numbers from Column I and place them in Column II for any of the stresses you are experiencing now or have experienced withing the last 6 months. Then add all the numbers in Column II to score.

ADOLESCENT SOCIAL ADJUSTMENT SCALE*

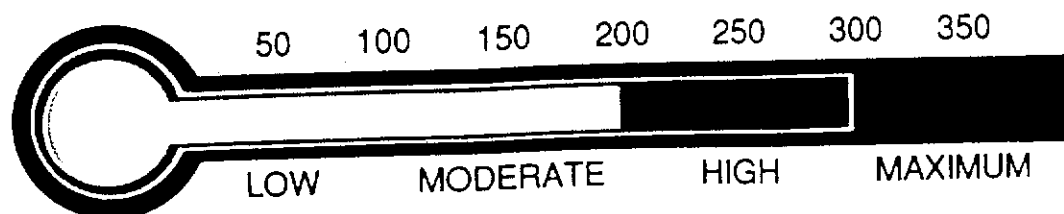
Rating System

Column I	Column II	Life Event	Column I	Column II	Life Event
100	___	1. Parent dies	29	___	22. Change to a new school
73	___	2. Parents divorce	29	___	23. Move to another part of town
65	___	3. Parents separate	29	___	24. Threatened by violence at school
63	___	4. Getting arrested	27	___	25. Start a new activity (music lessons, sports, and so forth)
63	___	5. Close family member dies	27	___	26. School readjustment (new teacher or class)
53	___	6. Personal illness or injury	26	___	27. Older brother or sister leaves home
50	___	7. Parent remarries	26	___	28. Trouble with teacher
47	___	8. Parent fired from or loses job	25	___	29. Getting a driver's license
45	___	9. Parents reconcile	24	___	30. Changes in eating habits
45	___	10. Mother goes to work	24	___	31. Getting a car
44	___	11. Change in health of family member	20	___	32. Changes in sleeping habits
40	___	12. Mother becomes pregnant	20	___	33. Changes in friends
39	___	13. Having sex	19	___	34. Getting or losing a job
39	___	14. Getting/losing boyfriend/girlfriend	18	___	35. Theft of personal things
39	___	15. Getting pregnant or getting someone pregnant (fear of being or getting someone pregnant)	17	___	36. Birth of brother or sister
38	___	16. Using drugs or alcohol	17	___	37. Injury or illness of a close friend
37	___	17. Change in family's income	16	___	38. Getting praise from others
36	___	18. Breaking the law/fear of getting caught	15	___	39. Trouble with grandparents
35	___	19. School difficulties/failing class(es)	15	___	40. Having a friend who gets in trouble
32	___	20. Parent travels as part of job	14	___	41. Change in number of fights with brothers or sisters
30	___	21. Move to another city	12	___	42. Vacations with family

TOTAL POINTS _____

*Adapted from the Drs. Thomas Holmes, Richard Rahe and Barbara S. Kuczen, Ph.D. tests.

Total points of 50 to 100 show a low-stress life; 101 to 200, a moderate-stress life; 201 to 300, a high-stress life and over 301 indicate an extremely high-stress life.



STRESS TEST

1. Now take this second stress test. Decide how often the statement applies to you. Use the following scoring guide to rate each item. Write the number beside each item that describes how often you do it.

1	2	3	4	5
Almost Always	Often	Sometimes	Rarely	Never

- _____ 1. I eat at least one hot, balanced meal a day.
- _____ 2. I smoke less than 2 cigarettes a week (or chew tobacco less than twice a week).
- _____ 3. I have fewer than two alcoholic drinks a month.
- _____ 4. I get seven to eight hours of sleep at least four nights a week.
- _____ 5. I give and receive love and affection regularly.
- _____ 6. I have at least one relative I can rely on.
- _____ 7. I exercise until I sweat at least twice a week.
- _____ 8. I am the right weight for my height.
- _____ 9. I have enough money to meet basic expenses.
- _____ 10. I get strength from my religious beliefs.
- _____ 11. I regularly attend club, team or social activities.
- _____ 12. I have a lot of friends and acquaintances.
- _____ 13. I have one or more good friends to talk to about personal matters.
- _____ 14. I am in good health (including eyesight, hearing, teeth).
- _____ 15. I can talk openly about my feelings when angry or worried.
- _____ 16. I have regular talks with my family about problems, like chores, money, and daily-living issues.
- _____ 17. I do something for fun at least once a week.
- _____ 18. I make good use of my time.
- _____ 19. I drink fewer than one cup of coffee, tea or cola a day.
- _____ 20. I take quiet time for myself during the day.

_____ TOTAL POINTS: To get your score, add up the figures. Any number over 25 shows a vulnerability to stress. You are seriously vulnerable if your score is between 35 and 50, and extremely vulnerable if it is over 50.

2. What can you do to lower your score one or two points on those items where you scored 4 or 5? _____
- _____

CHOICES

1. Name five things you have chosen to do today. _____

2. How often do you have to make choices about what you'll do? _____
3. How do you make these choices? _____

4. When you have a problem, how do you feel when you think there aren't any choices to make? What happens? _____

5. What does "brainstorming" mean? What are the rules? _____

6. Listed below are some problems. As a group, think about as many choices and consequences as you can to "solve" the problem.

a. Fifteen-year-old Karen is popular at school and has been invited to a party. When she gets there, she sees people smoking marijuana and drinking alcohol. Karen likes her new popularity but does not want to smoke or drink. Her friends are pushing Karen to do both. What can Karen do?

CHOICES

CONSEQUENCES

b. Jack is seventeen and has been dating sixteen-year-old Cheryl for the past year. They are spending more time alone. Lately they have been necking heavily. They've talked about sex. Both of them are confused about what to do. What are their choices and consequences?

CHOICES

CONSEQUENCES

c. Sam has always been a loner. But recently he has been hanging around a group of boys he is sure are shoplifting in stores. Sam really enjoys being a member of the group but is uncomfortable about the shoplifting. What are Sam's choices and consequences?

CHOICES

CONSEQUENCES

d. John and Jan are brother and sister. Both of them love their parents and enjoy family get-togethers. Their parents have spent many hours planning a family reunion. Jan and John have committed themselves to being at the reunion. Last week some friends called and invited both of them to an exciting party. The party will be held at the same time as the reunion. What can they do?

CHOICES

CONSEQUENCES

7. What problems do you have in your life right now?

a. _____
b. _____

c. _____
d. _____

8. Take one problem and list your choices and the consequences.

CHOICES

CONSEQUENCES

9. Now pick the choice that you will use to solve this problem. Explain why you picked that choice and what you will do. _____

WANTS VS. NEEDS

1. Which of the following items do you think are wants and which are needs? Put a (+) by all the needs; put a (0) by all the wants; leave blank those items that are neither needs nor wants. When you finish, circle the five most important items you would need if you were starting your life over from scratch.

- | | |
|--|--|
| <p>_____ 1. Sporting equipment</p> <p>_____ 2. Better self-control</p> <p>_____ 3. A healthy body</p> <p>_____ 4. A college education</p> <p>_____ 5. A color television</p> <p>_____ 6. A good self-image</p> <p>_____ 7. Cigarettes</p> <p>_____ 8. Peace of mind</p> <p>_____ 9. Enough food to eat</p> <p>_____ 10. A big house</p> <p>_____ 11. A long vacation</p> <p>_____ 12. Daily exercise</p> <p>_____ 13. Strong religious beliefs</p> <p>_____ 14. Love</p> <p>_____ 15. A boyfriend / A girlfriend</p> <p>_____ 16. Opportunity to help others</p> <p>_____ 17. Quality time with family</p> <p>_____ 18. Clothes</p> <p>_____ 19. Confidence</p> <p>_____ 20. Shelter to live in</p> <p>_____ 21. High School diploma</p> | <p>_____ 22. Friends</p> <p>_____ 23. A pet</p> <p>_____ 24. Privacy</p> <p>_____ 25. A hobby</p> <p>_____ 26. Power</p> <p>_____ 27. A good job</p> <p>_____ 28. The trust of others</p> <p>_____ 29. A video recorder</p> <p>_____ 30. A good reliable car</p> <p>_____ 31. Respect</p> <p>_____ 32. Dental work</p> <p>_____ 33. Alcohol/Drugs</p> <p>_____ 34. Emotional security</p> <p>_____ 35. A savings account</p> <p>_____ 36. Records and tapes</p> <p>_____ 37. Affection</p> <p>_____ 38. Self-reliance</p> <p>_____ 39. \$50.00 cash</p> <p>_____ 40. A drug fix</p> <p>_____ 41. Being on a team/squad</p> <p>_____ 42. Good parents</p> |
|--|--|

Number of Needs (+) = _____

Number of Wants (0) = _____

2. Now write your five most important needs below and put them in the order of importance, with #1 being the most important.

1. _____
2. _____
3. _____
4. _____
5. _____

3. List three needs that are needed to succeed in life.

1. _____
2. _____
3. _____

4. What needs do all people share? _____

5. What makes one thing a need for one person and a want for another? _____

6. What are some of the things in our daily life that cause us to want things we don't really need? _____

7. What are three or four of the most important wants in your life? How do you plan to get them? _____

8. What problems do people face if they try to satisfy their wants before their needs? _____

9. Do you have the same wants and needs as your parents? _____ Why or why not? _____

10. What happens if people who live together do not share the same wants and needs, like parents and kids or husband and wife? _____

11. Have any of your problems been caused by mixing up needs and wants? _____ How? _____

12. What are some things you will do to put your needs before your wants? _____

13. Pick two or three needs and tell how you will go about getting those needs met? _____

SELF-IMAGE

1. How do you feel about yourself? _____
2. Circle the items below that you like about yourself.

a. I am smart. b. I finish jobs I start. c. I am thoughtful of others. d. I am an important member of my family. e. I have good ideas. f. I am good at my school work. g. I like the way I look. h. I am cheerful. i. I get along easily with others. j. I have a good sense of humor.	k. I am a good listener. l. I have many friends. m. I am a leader. n. I am loyal. o. I have lots of energy. p. I can be trusted. q. I follow instructions well. r. I am sensitive and caring toward others. s. Other _____ _____
---	---
3. Why is it important to feel good about yourself? _____

4. What are some things you do that help you feel better about yourself? Complete the following sentences.
 - a. I feel good that, on my own, I can _____.
 - b. I feel good when I spend my money on _____.
 - c. I feel good that when I am scared, I _____.
 - d. I feel good that even when the other kids do something wrong, I _____.
 - e. I feel good when I help my mother/father by _____.
 - f. I feel good when I take care of myself by _____.
 - g. (Other) I feel good that _____.
5. How does your self-image relate to your values and behavior? _____

6. Name some things you can do when you aren't feeling good about yourself. What could you tell others who are feeling down?

a. _____	e. _____
b. _____	f. _____
c. _____	g. _____
d. _____	h. _____
7. What is your best quality? How will you use or develop this quality to help make you a better person? _____

FUTURE

1. What is a goal? _____

2. There are five things we can do that help us reach goals. Explain why these things are important.
 1. Write down the goal.
 2. Make a specific plan as to how you will accomplish the goal.
 3. Share your goal with someone who will help you.
 4. Reward yourself after you reach your goal.
 5. Help someone else reach a goal.
3. Now write down a goal you want to accomplish.
 - a. My goal is: _____

 - b. My plan of action is: _____

 - c. The person who will help me is: _____

 - d. When completed, I will reward myself by: _____

 - e. I will help _____ to reach his/her goal.
4. What benefits will you receive from reaching your goal?
 - a. _____
 - b. _____
5. How can you use goals in your daily life? _____

HOW DID WE DO?

1. What was the best part of the class? _____

2. What part will be the most helpful to you? _____

3. What did you learn about your values and behavior? _____

4. Was the class what you thought it would be? _____

5. How could it be improved to be more helpful to young people like you? _____

6. Please circle the number that reflects your feelings about the Facilitator.

	POOR		FAIR		GOOD		VERY GOOD	
a. Kept Order	1	2	3	4	5	6	7	
b. Open and Friendly	1	2	3	4	5	6	7	
c. Supportive and Helpful	1	2	3	4	5	6	7	
d. Attitude	1	2	3	4	5	6	7	
e. Involved the Group	1	2	3	4	5	6	7	

I felt the Facilitator _____

7. Please circle the number that best describes your feelings about the following:

	POOR		FAIR		GOOD		VERY GOOD	
a. Classroom	1	2	3	4	5	6	7	
b. Heat / Cool	1	2	3	4	5	6	7	
c. Location	1	2	3	4	5	6	7	
d. Registration	1	2	3	4	5	6	7	
e. Lighting	1	2	3	4	5	6	7	

I felt the classroom was _____

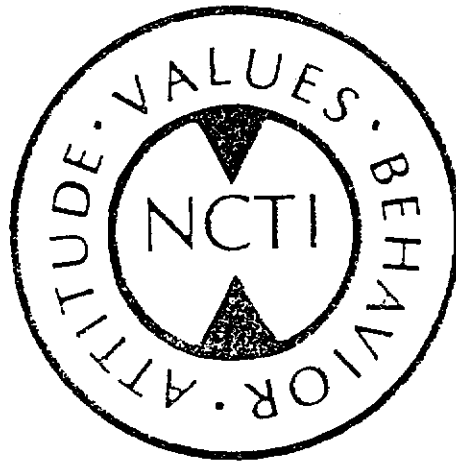
8. What do you plan to do differently to avoid this situation happening again? _____

9. Other comments, ideas or suggestions you would like to share: _____

NAME _____ AGE _____ DATE _____

LOCATION _____ FACILITATOR _____

NAME OF SCHOOL _____



NATIONAL CORRECTIVE TRAINING INSTITUTE
8809 Cross Park Drive, Suite 100
Austin, Texas 78754
(512) 339-4781

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